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ABSTRACT

This Critical Issue Bibliography (CRIB) Sheet focuses on distance education in higher education. Included are citations for some of the most recent ERIC literature in the field. Citations are grouped into: (1) Initial Steps (Directories); (2) Accreditation; (3) Challenges and Innovations; (4) Curriculum; (5) Institutional Applications; (6) Instructional Design and Technology; (7) Library Support for Distance Education Students; (8) Studies and National Surveys; and (9) Internet Resources. The bibliography contains 46 citations in the ERIC database and 5 Internet citations. (SLD)

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Critical Issue Bibliography (CRIB) Sheet:

Distance Education

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What is an ERIC CRIB Sheet?

A Critical Issue Bibliography (CRIB) sheet is a selected bibliography on a topic of interest in the field of higher education. The majority of the literature cited in the bibliography is found in the ERIC Database, though some CRIB sheets also include other literature, such as selected Internet resources. CRIB sheets are updated annually.

Many of the issues discussed in one bibligraphy relate to another CRIB sheet topic. For example, the CRIB sheet on affirmative action is closely related to the CRIB sheet on creating a multicultural climate on campus. We have tried to note such connections in the bibliographies themselves; we encourage you not to see CRIB sheet topics as discrete and to explore several bibliographies on related topics.

This CRIB sheet was updated in December 2001.

Critical Issue Bibliography (CRIB) Sheet:
Distance Education

Colleges' and universities' steadily-increasing use of distance education is rapidly changing the face of higher education. Included here are citations for some of the most recent ERIC literature on distance education in higher education. Topics covered include: accreditation, challenges, curriculum, applications, designs, studies, libraries, intellectual property, and course ownership.

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Initial Steps (Directories)

ED435301
White, K. W., & Weight, B. H. (Eds.). (2000). *The online teaching guide: A handbook of attitudes, strategies, and techniques for the virtual classroom.* Needham Heights, MA: Allyn and Bacon.
This book presents 14 papers that offer guidance to college teachers venturing into online instruction. It is based on the experiences and ideas of the faculty of the University of Phoenix (AZ) online campus, which has been offering online courses since 1989. Chapters in the book discuss the importance of interaction and feedback, learner control, access to directions and help, consistency and organization, and assessment and record keeping.

ED406961
(1996). *Peterson's distance learning*. Princeton, NJ: Peterson's Guides, Inc.
This guide provides profiles of distance learning programs in postsecondary education institutions throughout the United States, alphabetically by institution.

ED410816
Burgess, W. E. (1997). *The oryx guide to distance learning* (2nd ed.). Phoenix, AZ: The Oryx Press.
A comprehensive listing of electronic and other media-assisted courses offered at institutions throughout the country.

ED420806
Phillips, V., & Yager, C. (1998). *The best distance learning graduate schools: Earning your degree without leaving home.*
This book profiles 195 accredited institutions that offer graduate degrees via distance learning. Topics include: graduate study, the quality and benefits of distance education, admission procedures and criteria, available education delivery systems, as well as accreditation, financial aid, and school policies.

ED410837
Spille, H. A., Stewart, D. W., & Sullivan, E. (1997). *External degrees in the information age. Legitimate choices.* Series on Higher Education. Phoenix, AZ: Oryx Press.
This guide for adults who are seeking external degrees offers guidance for selecting such a program and also provides a listing of 140 accredited programs. Listings usually provide: institution name, address, etc.

Accreditation

EJ623442
Carr, S., & Foster, A. L. (2001, Mar). States struggle to regulate online colleges that lack accreditation: Regulators struggle to crack down on institutions that can relocate quickly. *Chronicle of Higher Education, 47,* 28, A34-36.
Describes the efforts some states are making to regulate online colleges that lack accreditation. The problem is complicated by the fact that if a state takes a tough approach, the institutions can easily change mailing addresses to obtain degree-granting licenses in other states. Describes some of these colleges and some of the accrediting bodies.

ED452774
Chiti, J., & Karlen, J. M. (2001, May). *Best practices and accreditation issues in distance education.* Paper prepared for the American Association for Higher Education Teaching Learning Technology Roundtable.
This report presents a review of the literature on the best practices in distance education and the views of accreditation organizations on assessment of distance learning at institutions of higher education.

Department of Education. (1999, September). List of nationally recognized accrediting agencies and state approval agencies. *Federal Register, 64,* 184. (64 FR 51529).
http://www.access.gpo.gov/su_docs

EJ570692
Rucker, T. (1998, August). Accrediting virtual classes is key to remaining competitive. *Community College Journal, 69,* 1, 36-40.
This article discusses the advantages and consequences of accrediting online distance education programs and lists 12 key issues to consider for online accreditation.

EJ558370
Guernsey, L. (1997, December). Is the internet becoming a bonanza for diploma mills? *The Chronicle of Higher Education, 44,* 17, A22-24.
As the concept of earning a higher education degree at home becomes more accepted, diploma mills operating on the Internet proliferate. Students confuse unscrupulous institutions with legitimate distance education. Many use the World Wide Web as their primary marketing tool, with sites similar to those of accredited colleges, and do not appear to be breaking state or federal laws.

Challenges and Innovations

EJ623434
Carr, S. (2001). Is anyone making money on distance education? Colleges struggle to figure out how much they are spending on online programs. *Chronicle of Higher Education, 47,* 23, A41-43.
Discusses the twin issues of the cost of online education and its potential profitability based on results from studies commissioned by the Alfred P. Sloan Foundation of six universities' distance learning costs. Describes how administrators are recognizing that the costs are greater than expected.

EJ595289
Pachnowski, L.M. (1999). Connecting two dichotomous environments through distance learning technologies. *Cause/Effect, 22,* 3, 37-42.
This article describes a distance learning program at the University of Akron (OH) which involved linking the university to Medina county high schools. Emphasis is on the challenges of linking two environments that are dichotomous in structure and style.

ED429524
Phipps, R., & Merisotis, J. (1999 Apr). *What's the difference? A review of contemporary research on the effectiveness of distance learning in higher education.* Washington D.C.: American Federation of Teachers.
This report presents findings of a review of the current research on the effectiveness of distance education in higher education.

ED415929
Gallick, S. (1998). *Technology in higher education: Opportunities and threats.* Los Angeles, CA: Faculty Association of the Univ. of California-Los Angeles.
The California Educational Technology Initiative (CETI) for California State Universities proposes a ten-year, four-billion-dollar revenue partnership with a private consortium to finance educational technology. Due to the great increase in college enrollment and decreased state funding for higher education, some believe that online courses would be a cost-effective means of meeting instructional demand. However, the elimination of traditional expenses would give rise to new technological infrastructure expenses. Online courses may result in the downsizing of higher education by cutting down the number of full-time faculty and using more part-time instructors and technical support. Standards of

accreditation for "cyber courses" may become relaxed and ultimately devalue the university degree. Legal issues of intellectual property rights may arise. Technology does offer opportunities for new levels of communication in higher education, but it also threatens to commercialize academic discourse and isolate students and faculty in cyberspace. Despite inconclusive research on the actual effects of technology on education, state and federal legislatures have increased technological funding in all levels of education.

EJ573791
Dasher-Alston, R. M., & Patton, G. W. (1998 Fall). Evaluation criteria for distance learning. *Planning for Higher Education, 27,* 1, 11-17.
This article includes a discussion of the assessment of distance or "distributed" higher education programs looks at issues unique to this delivery approach, key components of an effective program, accreditation concerns, and the need to adopt principles of good practice. Salient issues are outlined in the areas of curriculum and instruction, evaluation and assessment, library and learning resources, student services, facilities and finances.

ED566507
Hillesheim, G. (1998). Distance learning: Barriers and strategies for students and faculty. *The Internet and Higher Education, 1,* 1, 31-44.
This report evaluates the master's-level distance education programs at the Walden University for insights into program failures and barriers to success.

EJ508956
Ludlow, B. L. (1995). Distance education applications in rural special education: Where we've been and where we're going. *Rural Special Education Quarterly, 14,* 47-52.
This article overviews special-education applications of distance education services in rural areas, including direct service programs for special education students, preservice personnel preparation programs, and inservice teacher programs. Suggests that the use of distance education will continue to grow as telecommunications technologies become more available and organizations constraints are eliminated.

EJ568904
Guernsey, L. (1998 Jul). An unusual graduate program requires students to find and pay their professors. *Chronicle of Higher Education, 44,* 45, A14-16.
In a graduate program operated by Antioch University (Ohio), students design their own courses of study and hire their own instructors, paying them out-of-pocket. The program is fully accredited. Scholars who provide education in the traditional way are questioning whether their disciplines are being enhanced or undermined by this and other distance-education programs.

Curriculum

EJ625257
Bichelmeyer, Ba A., Misanchuk, M., & Malopinsky, L. (2001, Spring). Adapting a Master's Degree Course to the Web: A Case Analysis. *Quarterly Review of Distance*

Education, 2, 1, 49-58.
Describes the adaptation of "Instructional Design and Development" from a residential course to a World Wide Web-based course offered in the distance Masters' degree program in Instructional Systems Technology at Indiana University. A description of the Web-based course, findings regarding the adaptation process, and implications for adapting a course to the Web are discussed.

EJ577829
Starr, D. R. (1998). Virtual education: Current practices and future directions. *The Internet and Higher Education*, 1/2, 157-65.
This report examines how higher education courses and programs of study provided through the Internet have brought a new dimension to virtual education and raised unique philosophical and practical issues.

ED417889
Bull, K. S., Kimball, S., & Stansberry S. (1998). *Coming Together: Preparing for Rural Special Education in the 21st Century.* Techniques for developing a syllabus/website for a computer mediated learning (CML) course. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998); see RC 021 434.
Computer mediated learning (CML) courses can overcome the temporal and spatial obstacles of isolated commuter students with busy schedules. Whether presented online or as an add-on to an on-campus course, the CML course needs a good syllabus. This paper discusses components of a CML syllabus and online activities for students. Typical components of a regular class syllabus are defined, as well as possible unique or modified components of a CML syllabus. Components include course advertising, "how to use this syllabus," table of contents or course map, contact information, required textbooks and other materials, examinations, grading procedures, provisions for disabled students, activities that encourage students to use technology, student roster, tutorials, and an idea sharing segment (listserv, chat room, bulletin board). Web sites with expanded descriptions and additional syllabus components are listed.

ED414886
(1997 Fall). Teaching and learning at a distance: What it takes to effectively design, deliver, and evaluate programs [Special Issue]. *New Directions for Teaching and Learning, 71.*
This article examines the idea of a new educational culture that is dependent upon the open university, information technology, and distance education.

EJ561807
Guam, W. G., & van Rooyen, H. G. (1997 Oct-Dec). Curriculum guidelines for a distance education course in urban agriculture based on an eclectic model. *International Journal of Environmental Education and Information, 16*, 4, 347-66.
Described in this research is the development of curriculum guidelines for a distance education course in urban agriculture. The course, designed to train the teacher, is based on an eclectic curriculum design model. The course is aimed at the socioeconomic

empowerment of urban farmers and is based on sustainable ecological-agricultural principles, an interdisciplinary approach, and competency through development of practical problem-solving skills.

ED389928
Holmberg, B. (1995). *Theory and practice of distance education* (2nd ed.) New York, NY: Routledge.
This book provides a comprehensive survey of literature regarding the theory and practice of distance education.

EJ539519
Stanton, G. C., & Others. (1995). Effects of distance learning on student outcomes in general education courses. *Journal on Excellence in College Teaching, 6*, 131-44.
The article examines the differences and similarities of perceptions and achievements between distance learning and on-site learning. Looks at students in general education courses and compares that progress of those taking the class live, and those taking it via learning technology.

Institutional Applications

ED451015
Collins, T., & Dewees, S. (2001, February). Distance education: Taking classes to the students. *Rural South: Preparing for the Challenges of the 21st Century, 17*.
Technological advances have equipped educational institutions with the capability to take classes to the student. Higher education institutions throughout the South are upgrading existing wide-area networks connecting buildings and campuses to create statewide "backbones" that will serve primary and secondary schools, libraries, offices, and homes.

EJ453071
Baird, M. A., & Monson, M. K. (1992). Distance education: Meeting diverse learners' needs in a changing world. *New Directions for Teaching and Learning, 51*, 65-76.
Distance education applications are growing, fueled by pressing needs, advancing technology, lean budgets, and new partnerships. Distance education programs, such as the University of Wisconsin's, are successful for various reasons. Greater faculty involvement, improved course design, better planning, increased staff support, more faculty training, greater participation in policy making, and increased sophistication in vendor relations will enhance distance education.

EJ575635
Prewitt, T. (1998). The development of distance learning delivery systems. *Higher Education in Europe, 23*, 2, 187-96.
This article looks at the history of distance education, traditionally a peripheral university activity, is chronicled, beginning with the advent of the British Open University and through developments in technology that are rapidly blurring the distinction between traditional and distance education.

ED422775
Iannozzi, M. (1998). *Eastern New Mexico University. Policy Perspectives. Exemplars.* Philadelphia, PA: Institute for Research on Higher Education.
This report describes efforts by Eastern New Mexico University (ENMU) to recast its mission more narrowly while at the same time reducing the sense of remoteness and disconnection, as well as geographic isolation, between the main campus and its branch campuses. ENMU's mission was revised, and six strategic priorities (including significant investment in technology and distance education) were identified. Technology became the means for most of ENMU's ends, including curriculum reform and a commitment to serving the whole range of students' academic and co-curricular needs. The university's willingness to experiment has resulted in a string of successes in implementing new technology in distance and traditional instruction, including the use of interactive instructional television, email, listservs, multimedia presentations, and the Internet to deliver instructional material. Institutional statistics and a list of milestones on ENMU's path to reform are included.

EJ531015
Mirabito, M. (1996 Aug). Establishing an online educational program. *T.H.E. Journal, 24*, 1, 57-60.
This article describes methods used by Marywood College (Pennsylvania) in setting up a series of online education courses. Highlights include administrative base; educational relevance and standards; assessing learning quality; the physical connection; personnel issues; and the benefits of using an outside provider (i.e. America Online) for support and course delivery.

ED355897
Van Schoor, W. A. (1992, Nov). *Institutional relevance in distance education: The role of strategic planning.* Paper presented at the World Conference of the Council for Distance Education (16th, Bangkok, Thailand).
This paper discusses strategic planning for and the expansion of distance education in South Africa as a way to meet the demand for higher education while ensuring that such education is relevant to the stakeholders. A six-phase model for such strategic planning is presented. The phases are: (1) commitment to planning; (2) establishment of the official mandate; (3) data-gathering; (4) synthesis of data into appropriate projects; (5) implementation of project plans; and (6) outcomes evaluation.

EJ539574
Sedlak, R. A., & Cartwright, G. P. (1997 Jan-Feb). Two approaches to distance education: Lessons learned. *Change, 29*, 1, 54-56.
The author outlines lessons learned by the University of Wisconsin- Stout in implementing two distance education programs, a technology program using interactive television and a hospitality program using Lotus Notes to deliver courses. Topics discussed include program concept vs. technology as stimulus for innovation, program planning/administration, attention to student needs, faculty innovation and incentives, institutional partnerships, and curriculum development.

Instructional Design and Technology

EJ626235
Rosenkrans, G. (2001, Spring). Design Considerations for an Effective Online Environment. *Journalism and Mass Communication Educator; 56*, 1, 43-61.
Describes the development of an online segment for Pepperdine University's course, Philosophy and Effects of Mass Communication. Presents a snapshot of a pilot test instrument, the process used to test the online segment of the course, and a summary of results from the online segment. Notes several benefits associated with the online learning environment.

EJ495782
Phillips, V. (1995 Jan-Feb). Five essential rules for designing distance degree outreach materials for adult learners. *Adult Learning, 6*, 3, 10-11.
The rules for designing distance degree outreach materials for adult learners include adopting a positive attitude, realizing that money matters, recognizing college as a career quest, providing easy and responsive access, and providing a preparatory academy. Practical considerations include assessing current materials and involving front-line advisors.

EJ575639
Lenn, M. P. (1998). The new technologies and borderless higher education: The quality imperative. *Higher Education in Europe, 23*, 2, 241-51.
Examined are the development of quality-assurance mechanisms for course and program offerings delivered internationally is lagging; only the United States, Australia, and Hong Kong have taken steps to regulate the quality of such imported or exported offerings. A non-governmental organization, the Global Alliance for Transnational Education, created in 1995, will certify quality in such programs, including those delivered by electronic means.

ED422917
Morse, G. E., Glover, H., & Travis, J. (1997). *Survey of distance education utilization in information systems departments.* Proceedings of the International Academy for Information Management Annual Conference (12th, Atlanta, GA).
A survey was conducted of 205 information systems departments to determine information about existing distance education programs, plans for future distance education programs, faculty selection and training, and advantages and disadvantages of distance education.

ED422017
Khosrowpour, M. (1998 May). *Effective utilization and management of emerging information technologies.* Information Resources Management Association International Conference (Boston, Massachusetts).
This proceeding of the 1998 Information Resources Management Association International Conference contains 80 full papers, 87 research in progress papers, 33 abstracts, and 15 panel, workshop, and tutorial summaries. The sampling of the focus is:

accounting information systems, the human side of IT, global IT management, IT in libraries, computer-aided software engineering tools, multimedia computing, object-oriented technology, distance learning technologies, software process improvement, and Internet and intranets.

Library Support for Distance Education Students

ED422836
Adams, K., Bicknell-Holmes, T., & Latta, G. F. (1998). *Supporting distance learners and academic faculty teaching at a distance.* Distance Learning '98. Proceedings of the Annual Conference on Distance Teaching & Learning (14th, Madison, WI).
There are three challenges academic institutions must address in order to achieve the goal of ensuring that distant students are afforded the opportunities of independent learning: (1) academic libraries must effectively utilize technology to make the information resources in their research collections accessible to distant students; (2) academic librarians must utilize instructional and communications technologies to extend their services to distant students; and (3) information support staff, faculty development personnel, and librarians must work with teaching faculty to ensure that they understand the limitations of the distance technologies they employ to extend their classrooms.

EJ572173
Luther, J. (1998 Jul-Aug). Distance learning and the digital library, or what happens when the virtual student needs to use the virtual library in a virtual university. *Educom Review, 33,* 4, 22-26.
The author examines the technologies and issues involved in assuring distance education students access to the electronic library. Discusses the changing nature of distance learning, issues in providing access to electronic resources, new models for the distance learning environment, and the Western Governors University collaborative resource sharing effort.

EJ554118
Derlin, R. L., & Erazo, E. (1997 Fall). Distance learning and the digital library: Transforming the library into an information center. *New Directions for Teaching and Learning, 71,* 103-17.
This article examines trends and issues in transforming libraries from repositories of print material into digital information centers, particularly in the context of distance education. Topics discussed include public pressure for increased use of technology, the scope of change, legal concerns and copyrights, an expanded role for libraries as information centers, and the evolving librarian role as information specialist.

ED418705
Davis, P., Finlay, C., Cosgrave, T., & McDonald, P. (1998). *Cornell University library distance learning white paper.* Ithaca, NY: Cornell University.
This report identifies potential issues that the Cornell University Library (CUL) might face in supporting distance learning, and recommends solutions. While the precise budgetary implications are uncertain, additional resources, services, and personnel will

need to be accounted for in the cost of serving distance learners. The report addresses: network access and authentication, acquisition and collection development, document services, reference and instruction services, faculty support, and the Library's relationship to other departments. Several recommendations are included.

EJ562913
Bolton, N., Unwin, L., & Stephens, K. (1998 Feb). The use of libraries by post-graduate distance learning students: Whose responsibility? *Open Learning, 13,* 1, 3-8.
A survey of 977 post-graduate distance-learning students in the United Kingdom investigated student perceptions of library needs. This article examines how students felt they were treated, need for libraries, library training (previous experience and nature and extent of training), problems of distance and time, costs for texts and charges for services, and library services.

EJ562908
Sandelands, E. (1998). Creating an online library to support a virtual learning community. *Internet Research, 8,* 1, 75-80.
International Management Centers (IMC), an independent business school, and Anbar Electronic Intelligence (AEI), a database publisher, have created a virtual library for IMC's virtual business school. Topics discussed include action learning, IMC's partnership with AEI, the virtual university model, designing virtual library resources, and benefits of the online learning library.

Studies and National Surveys

EJ625252
Simonson, M. (2001, Spring). Examining barriers to distance education. *Quarterly Review of Distance Education; 2,* 1, 1-2.
Provides an overview of barriers to distance education, based on a recent literature review and survey of several thousand people involved in distance education, instructional technology, and training. The ten strongest barriers to distance education, 11 least important barriers to implementation, and five of the top barriers related directly to organizational culture are listed.

EJ565349
Distance learning. (1998 May/June). *Academe, 84,* 3, 30-38.
This explores a committee report from the American Association of University Professors. The report examines the issues and concerns of distance learning, and recommends solutions.

ED417617
Greene, B., & Meek, A. (1998 Feb). *Distance education in higher education institutions: Incidence, audience, and plans to expand.* Washington, DC: National Center for Education Statistics.
This report looks at a national survey of distance education courses offered by higher education institutions.

ED413829
Lewis, L., Alexander, D., & Farris, E. (1997). *Distance education in higher education.* Statistical analysis report. Post-secondary education quick information system. Washington, DC: National Center for Education Statistics.
A 1995 federal survey designed to provide the first national data about higher education distance education course offerings. The study includes information about the percentage of institutions that offer or plan to offer distance education courses, course offerings, enrollments, and program goals.

Internet Resources

Web-based Education Commission
http://www.hpcnet.org/cgi-bin/global/a_bus_card.cgi?SiteID=154797
The Web-based Education Commission was established by Congress to develop specific policy recommendations geared toward maximizing the educational promise of the Internet for pre-K, elementary, middle, secondary, and postsecondary education learners.

Office of Postsecondary Education, Major Policy Initiatives:

- Learning Anytime, Anywhere Partnerships

  http://www.ed.gov/FIPSE/LAAP/

- Distance Education Demonstration Programs

  http://www.ed.gov/offices/OPE/PPI/DistEd/

Intellectual Property:

A list of Copyright, Intellectual Property Rights and Licensing Issues from Berkeley Digital Library SUNSite.
http://sunsite.berkeley.edu/

Several of these Internet links address the intellectual property rights questions of researchers, professors, and administrators across higher education today.

The CETUS (Consortium for Educational Technology in University Systems) Discussion Series

- Fair Use of Copyrighted Works
- Information Resources and Library Services for Distance Learners
- Ownership of New Works at the University: Unbundling of Rights and the Pursuit of Higher Education

http://www.cetus.org

Copyright and Intellectual Property
Use *Current Cites*, a bibliography comprised of 60 citations from the Current Cites database from January 1994 to Sept. 11, 1999. It is produced dynamically at the moment of request and is sorted with the most recent citations first.
http://www.firstmonday.dk/issues/

Lide, C. (1999). What colleges and universities need to know about the Digital Millennium Copyright Act. *Cause/Effect Journal, 22.*

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